

**6.R.1.1** Students are able to **use** context to **understand** words with multiple meanings.

**Verbs Defined:**

- use-- use in writing and/or speaking

**Key Terms Defined:**

- context -- words in passage
- multiple meanings -- more than one meaning or usage

**Teacher Speak:**

Students are able to use (in writing and/or speaking) context (other words in the passage) to understand words with multiple meanings (more than one meaning or usage).

**Student Speak:**

I can use other words in the passage (context) to understand words that have more than one meaning or usage (multiple meanings).

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**6.R.1.2** Students are able to **use** direct and implied meaning to **understand** text.

**Verbs Defined:**

- use -- use in writing and/or speaking

**Key Terms Defined:**

- direct -- dictionary definition/denotative
- implied meaning -- indirect, connotative meaning, how it is used in the passage
- text -- written materials

**Teacher Speak:**

Students are able to use (use in writing and/or speaking) both the direct (dictionary definition/denotative) and implied (indirect, connotative meaning, how it is used in the passage) meanings of words to understand text (written materials).

**Student Speak:**

I can use in writing and/or speaking dictionary definitions/denotation (direct meaning) of words and how words are used indirectly/connotatively in the passage (implied definitions) to read and understand written material (text).

**6.R.2.1** Students are able to **use** the text structures and patterns in various literary texts to **create meaning**.

**Verbs Defined:**

- create meaning -- produce in writing and/or speaking

**Key Terms Defined:**

- various literary texts: fiction, nonfiction, poetry, drama
- text structures and patterns:
  - chronology
  - flashback
  - plot structure (exposition, rising action, climax, falling action, conflict/resolution)
  - poetry structure (stanzas, rhythm, rhyme, line length, word choice, repetition, sensory words)
  - cause/effect
  - comparison/contrast
  - description

**Teacher Speak:**

Students are able to use:

- text structures and patterns (chronology, flashback, plot structure exposition, rising action, climax, falling action, conflict/resolution),
- poetry structure (stanzas, rhythm, rhyme, line length, word choice, repetition, sensory words)
- cause/effect
- comparison/contrast
- description

in various literary texts (fiction, nonfiction, poetry, drama) to create (produce in writing and/or speaking) meaning.

**Student Speak:**

I can use:

- chronology
- flashback
- plot structure (exposition rising action, climax, falling action, conflict/resolution )
- poetry structure (stanzas, rhythm, rhyme, line length, word choice, repetition, sensory words)
- cause/effect
- comparison/contrast
- description

(text structures and patterns) in fiction, nonfiction, poetry, drama (various literary texts) in writing and/or speaking to produce (create) meaning.

**6.R.2.2** Students are able to **describe** types of figurative language.

**Verbs Defined:**

- describe -- explain in writing and/or speaking

**Key Terms Defined:**

- figurative language:
  - simile
  - personification
  - metaphor
  - alliteration
  - imagery
  - symbolism
  - onomatopoeia
  - hyperbole

**Teacher Speak:**

Students are able to describe (explain in writing and/or speaking) types of figurative language (simile, personification, metaphor, alliteration, imagery, symbolism, onomatopoeia, hyperbole).

**Student Speak:**

I can explain in writing and/or speaking (describe):

- words beginning with the same sound (alliteration)
- comparing two unlike objects (metaphor)
- comparing two unlike objects using the words like or as (simile)
- giving a human quality to something not human (personification)
- picture in your mind (imagery)
- an object representing an idea (symbolism)
- a word that sounds like its definition (onomatopoeia)
- humor that uses exaggeration for effect (hyperbole)

(figurative language).

**6.R.3.1** Students are able to **explain** how literature can be used to better **understand** other time periods and events.

**Verbs Defined:**

- explain -- give reasons in writing and/or speaking

**Key Terms Defined:**

- literature -- fiction, nonfiction, drama, poetry
- time periods -- a time surrounding major events that influenced culture.

**Teacher Speak:**

Students are able to explain (give reasons in writing and/or speaking) how literature (fiction, nonfiction, drama, poetry) can be used to help them better understand other time periods (a time surrounding major events that influenced culture) and events.

**Student Speak:**

I can give reasons in writing and/or speaking (explain) using fiction, nonfiction, drama, poetry (literature) that will help me better understand a time surrounding major events that influenced culture (time period).

**6.R.4.1** Students are able to **use** reference sources to **retrieve** information.

**Verbs Defined:**

- retrieve -- locate and gather

**Key Terms Defined:**

- reference sources -- print and electronic sources: atlas, almanac, website, CD-Rom, magazine, nonfiction, map, traditional encyclopedia

**Teacher Speak:**

Students are able to use reference sources (print and electronic sources) to retrieve (locate and gather) information.

**Student Speak:**

I can use reference sources (print and electronic sources):

- almanac,
- atlas
- map
- CD-Rom
- website
- magazine
- traditional encyclopedia
- nonfiction

to locate and gather (retrieve) information.

**6.R.4.2** Students are able to **compare and contrast** information on one topic **contained** in several sources.

**Verbs Defined:**

- compare and contrast -- explain in speaking and/or writing how information is alike and different
- contained--found

**Key Terms Defined:**

- sources -- print and electronic material

**Teacher Speak:**

Students are able to compare and contrast information (explain in writing and/or speaking how information is alike and different) on one topic contained (found) in several sources (print and electronic material).

**Student Speak:**

I can explain in writing and/or speaking how information is alike and different (compare/contrast) on one topic found (contained) in print and electronic material (sources).

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**6.R.4.3** Students are able to **determine** the quality of materials in informational texts.

**Verbs Defined:**

- determine -- determine in writing and/or speaking

**Key Terms Defined:**

- informational -- nonfiction

**Teacher Speak:**

Students are able to determine (in writing and/or speaking) the quality of materials in informational texts (nonfiction).

**Student Speak:**

I can determine in writing and/or speaking the quality of the material I find in nonfiction (informational text).

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